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ABSTRACT

Designed for elementary school teachers, the document presents a compilation of sample dittos, models, checklists, and creative ideas for implementing learning centers in the elementary school classroom. Separate sections provide the following: (1) a description of the purpose and types of learning centers, (2) a beginning classroom management system, (3) a classroom organization format, (4) suggestions for an optimal reading program for "non-achievers" and "underachievers," (5) a model of a 5-day program for low-achievers in reading, (6) two teacher checklists for teaching reading and language arts, (7) suggestions for teaching the below-level reader, (8) directions for creating a skills box, and (9) ideas and activities for implementing a paired reading station and a spelling center. The majority of the document presents 20 student activity worksheets to be used in a library learning center. The final section presents additional suggestions for reading and math games, activities, worksheets, and student record-keeping. (LH)

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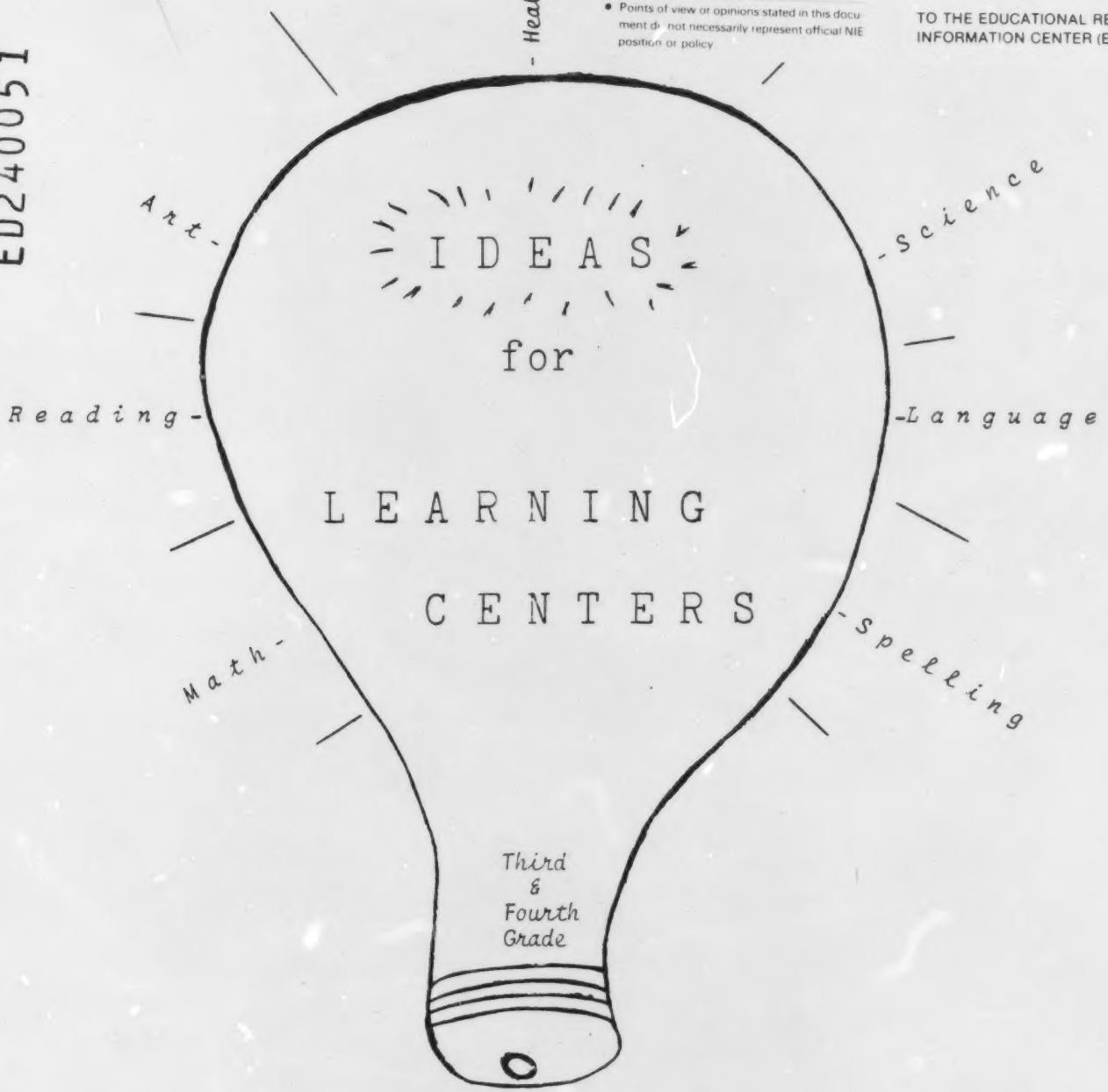

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WHAT IS A LEARNING CENTER?

A LEARNING CENTER IS:

1. Pre-planned education. The teacher diagnoses the need of her students and develops a program which will meet these needs on an individual basis. This means that she must know not only what he needs to know, but how he should best learn it.

2. Success Oriented. The material is designed so that the student has a consistent pattern of success. This means that it is necessary to provide work that is within his reading ability, his reasoning ability level and has relationship to his experience.

3. Programmed. The availability of the answers allows the student to check himself as he goes along, and prevents him from practicing his mistakes until they are perfect.

4. Designed to fit the students using it. The student is not stuffed into a Learning Center indiscriminately. There is a purpose and predicted outcome.

5. Useable at all levels of ability and at all grade levels.

6. Not Graded. Tests may be given on Learning Center concepts, but do not grade Learning Center material per se. The students work on it unitl they complete it correctly.

7. Designed for team learning. People generally learn more and retain more when they share results and ideas with someone else. Learning Centers are designed for 2-5 students. This does not mean that students cannot work individually on occasion or when the need arises.

A LEARNING CENTER IS NOT:

1. A baby sitter. The work done there should serve a purpose. It may be reinforcement, introducing and idea, enrichment, or extension of the previous day's class work.

2. An opportunity to do as one pleases. If the predicted outcomes are to be met, the student must take the Learning Center assignment seriously. If he is involved in team learning he must be prepared to participate equally toward the results. In short the Learning Center is teaching FREEDOM WITH RESPONSIBILITY.

A LEARNING CENTER DOES:

1. Provide an opportunity for the student to work at his own rate of speed.

2. Allow the student to work within his own educational level no matter what the prescribed grade level curriculum might be. The slower student may be working to reinforce skills he has missed; the at level student may be doing work study activities to go along with the regular course of study; the above student may be doing research.

3. Cut the teacher-student ratio from 1-25 to 1-5. The Learning Center frees the teacher to join small groups for instruction, help individuals when help is needed rather than waiting until a later time.

A LEARNING CENTER DOES: (Con'td)

4. Allow the teacher to accept the student where he is and go on from there rather than moving the class en masse through a curriculum geared for the average at level student.

5. Provide the necessity, and thence the "push" for the teacher to diagnose the skills of all of the students and to really know what they can and cannot do.

6. Involve the student through all of his senses, mentally, socially, emotionally, physically. The student becomes involved in the learning process by "doing".

KINDS OF LEARNING CENTERS - GENERAL

1. Pacing - Some material for all students. Students accomplish the material at different rates of speed.

2. Independent of classroom instruction - Separate subject matter than that being studied in the classroom.

3. Parallel to classroom instruction - Material is coordinated with the classroom activities.

4. Part of classroom instruction - Follows classroom instruction as a work center, reinforcement center, extension center or all three.

   All of these types of centers can be geared to any ability level or any grade level.

INTERIOR CONSTRUCTION OF THE ACTIVITIES

1. Dependent activities - Sequential. These lessons must be done in a specific order. One lesson must precede the other. This requires assignment of lesson and tight organization. Diagnosis of needs is imperative for proper placement of the student in the center.

2. Independent activities - Non-Sequential. These activities do not need to be done in any specific order. There may be sequence within sections of the center, but the sections may be done in any order.

3. Contracts - Students may be on a contract written by the teacher after conferencing with the student. He then follows his contract and works his way through the center.

4. Self selection - The center is built so that the student selects his own activity within the center. These centers are usually enrichment type centers. However, a student may use a reinforcment center in this manner if he knows where he needs help and is motivated to so do.

KINDS OF MATERIALS FOUND IN A LEARNING CENTER

1. General
   Study questions
   Dittos
   References - books, maps, globes, etc.
   Audio-Visual

KINDS OF MATERIALS FOUND IN A LEARNING CENTER - Cont'd

2. Audio-Visual
   - Tape Recorder - Listening Post
   - Filmstrip Projectors
   - Record Player
   - Language Master (or similar type of equipment)
   - Art Supplies
   - Study Prints
   - Slide Projector
   - Manipulative Devices

OUTLINE FOR LEARNING CENTERS

I. Purpose
   - Why Are You Building It?
   - Who Are You Building For?

II. Organization
   - Diagnosis
   - Remedial - Reinforcement - Enrichment - or all three?
   - Assigned or Self Selection
   - Sequential or Non-Sequential

III. Implementation
   - How it will work - assignment procedures if used.
     Method of controlling the work times, and the material to be covered.
   - Where - Location in the room
   - When - How often and at what time.
   - Record keeping

IV. Evaluation
   - Testing procedures - These can be traditional tests or other forms.
   - Conferences
   - Projects which require Learning Center concepts to achieve.

V. Activities contained in Center.
   In the outline these activities are very general, as you will not know for sure what they will be until you are finished. As you work with the Center you will add new ones or delete some of these.

VI. Bibliography
   The bibliography contains sources for the material found in your completed unit.

REMEMBER:

The unit which you compile serves as a <u>teacher's manual</u> for your unit. of tape dialogue which shows the form, samples of dittos used, explanation of any creative or original work, sources for commercial materials must be included. A teacher wishing to use your center should be able to take the unit and reproduce a similar one with the material you have provided.

Things to keep in mind as you set up
Learning Center Classroom:

1. Have it well structured at first, then gradually give more freedom and contracts.
2. Decide ahead of time what you want the class to do, then guide them toward your objectives
3. Set up one Center at a time. Get it functioning before setting up another.
4. Actually practice moving from one center to another.
5 There should be nothing in a center that hasn't been covered beforehand.
6. An evaluation should be contained in each center.
7 Watch time limits for each assignment.
8. Use tapes, a teaching devise, also any commercial materials you can obtain
9. Always have a follow-up for each center.
10. When using tapes, always indicate page turn slowly.
11. Be sure to assign someone to work equipment and train them to operate it correctly.
12. Have objectives written out for each center for each day.
13. Set up standards ahead of time for classroom behavior. Pull any child that can t operate in a center.
14. Learning center will require much more preparation on the part of the teacher.

IF YOU HAVE NEVER USED THE STATION APPROACH TO TEACHING, PLEASE LET THE COUNTY OFFICE OR SOMEONE WHO HAS USED IT HELP YOU SET UP YOUR ROOM.

Creative Ideas for Elementary and Secondary Teachers

A Good Beginning Classroom Management System

Significant* learning in reading occurs for all children:

1. When the reading structures (sounds, shapes, meanings, etc.), are presented regularly** and systematically (day after day for 140 days).

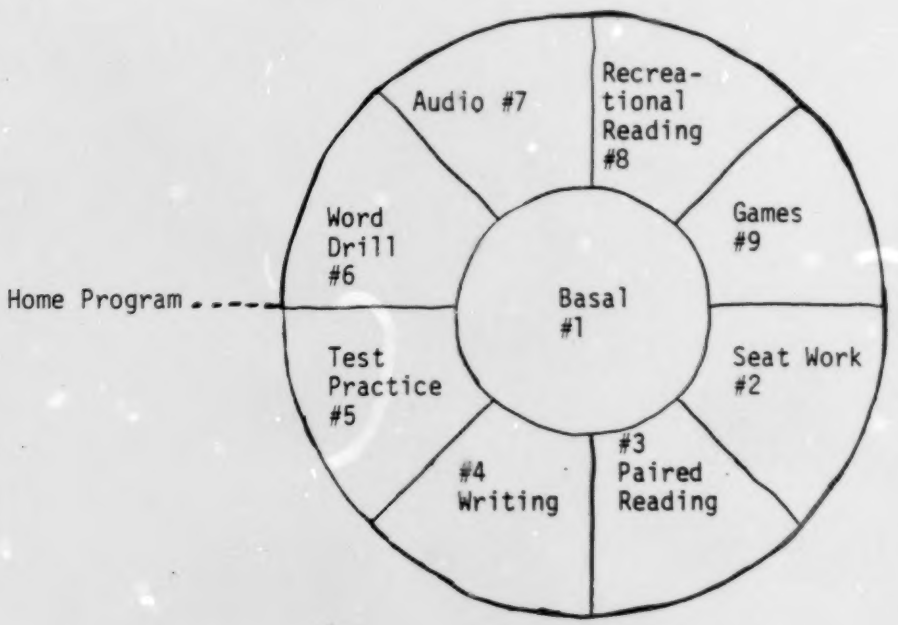
2. When the approach used is multi-sensory, concrete, and creative. The medium is the message we learn what we handle and what we bump into.

3. When the processes are known to the learner. How many children have you observed completing an assignment, even successfully, without understanding the process required? Some of the processes used in reading are:

punctuation	syllable	locating detail
abbreviation	plural	drawing conclusions
contraction	singular	alphabet
classification	possessive	antonym
compound word	substitution	homonym synonym

4. When children are permitted to be self-regulated.

Sample Organizational Scheme:



*Statistical and non-statistical
**Without interruption by special programs, children in the halls and outside, administrative fiat, visits to the dentist, rainy days, etc.

A Good Beginning Classroom Management System (contd.)

Teacher should be a resource and consultant to children.

A Possible Model

		MON.	TUES.	WED.	THURS.	FRI.
	20	Red	Stations	Red	Red	Stations
ur 1	20	Blue	Blue	Blue	Stations	Stations
	20	Stations	Orange	Orange	Orange	Stations
ur 2	20					

Red: High basal
Blue: Middle basal
Orange: Low basal
Arrows means seatwork follow-up

Friday is a good day for language experience activity.

When red, blue, and orange are with teacher, the rest are in stations.
You may combine two modules or spill over into some.
Take 20-minute follow-up three days for orange from Hour 2.

Regarding discipline: If the class tends to fall apart in stations while you are teaching the red, blue, or orange group, provide more structured stationary assignments. Then FREE yourself to supervise during periods when stations are operating.

If you organize your day in 20-minute modules you can create a good program regardless of bells, group switching, late arrivals, etc. You can at least program the children who are assigned to you.

If you expect your reading group to make significant gains they will do so only under the following conditions:

1. If parents are involved.

2. If other teachers cooperate with you because they have your reading children part of the day. Children need more than 40-50 minutes a day in reading class.

3. If the children attend regularly.

1. Set up class on a monetary system for motivation. Pay off for assignment finished.
2. Set up business to correspond to learning center in the room.
3. Will need a period each week/day for planning/evaluation.
4. You will need a bank and a banker (maybe some of your top students.)
5. You will need a (chairman, president) for each learning center.
6. Some form of teacher evaluation for each subject area adapted to individual students.

SUBJECT AREAS:

Reading: 5th Grade, 6th Grade
1. SRA (Use capable students to assist those with difficulty.)
2. Phonics
3. Free Reading (Teacher Evaluation)
4. Etc.

Math:
1. Basic Facts - + - X ÷ (sets & No.) etc.
2. Two digit multiplication
3. Long division
4. Simple fractions + -
5. Complex fractions X ÷
6. %
7. Geometry and Algebra
8. Enrichment

Language Arts:
1. Grammar
2. Creative Writing
3. Spelling
4. Literature

Social Studies: 5th Grade
1. U. S. History and Geography
   a. Research paper
   b. Reports oral/written
   c. Diagrams
   d. Bulletin boards, etc.

6th Grade
1. Latin America

Science:
1. Experiments
2. Drawings
3. Reports
4. Note on presentations

Honor System:

1. Concept individual self-control
2. Have class set up criteria (Improve Learning)
    a. Limit the number of rules (5)
    b. Also plan the number of demerits
3. Class also plans the privileges for those who make honor students
    a. Special privileges
    b. Special table to sit at
    c. Name and picture on a bulletin board
    d. Always dismissed first
4. Honor student have nothing to do with class officers
5. Put a demerit mark in book when student breaks a rule. So many demerits could mean a conference with parents or etc.
6. Two ways of selections
    a. Select a boy and a girl each week to be honor students for two weeks. This means there will be four honor students each week except the first week. At the end of 2 weeks, 2 honor students retire with a privilege.
    b. All who have no demerits are honor students for the following week. All retire at the end of that week.
7. Demerits could be worth money that you extract from students

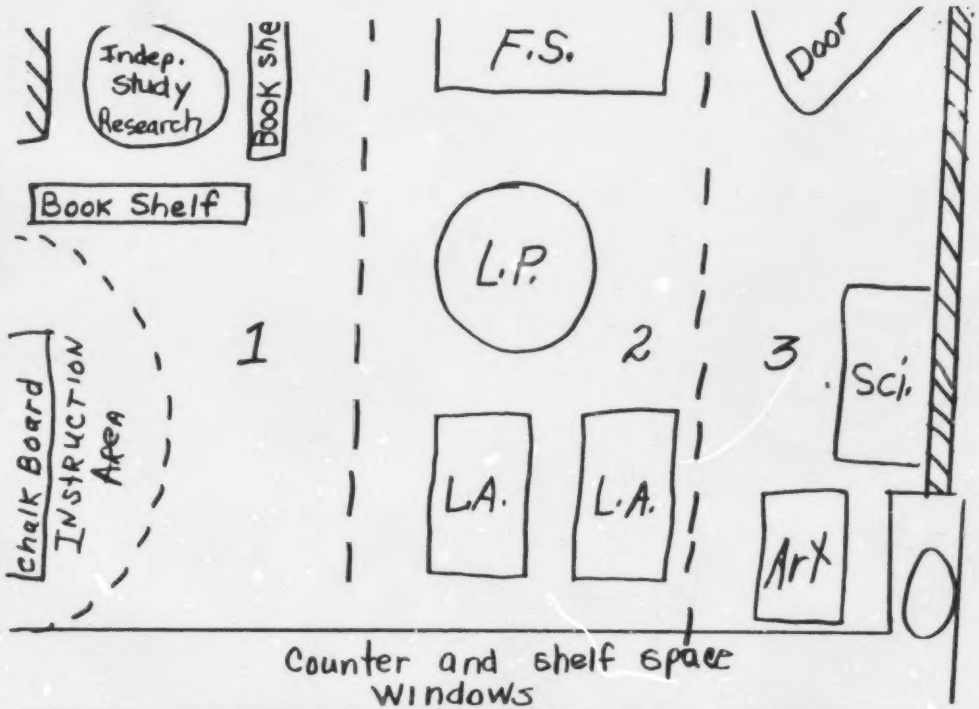
Make a large chart/charts (one for 5th and one for 6th grade) with all the assignments on it plus their names. As a student completes an assignment the subject matter chairman can look over work to check for completeness then put a check on chart for each assignment. This way you have a running check where each person is during the day or week.

Where you find more than one student having difficulty with an assignment, you can meet with them for assistance.

At each learning station all material should be available to complete each assignment. Students can help set this up each day.

Then I think we need an enrichment station where students that finich all assignments can go to get ideas and projects of special interest to them.

** These are just ideas, there is nothing sacred about them. They should be changed or modified to fit your personality or method of teaching.

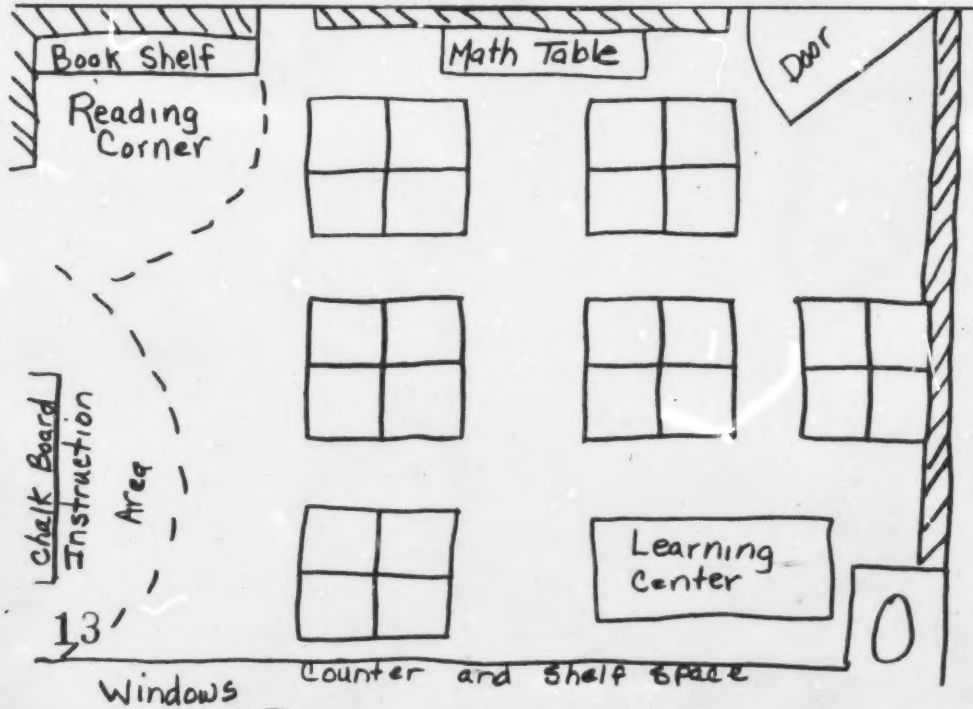


Self Contained Classroom
Multi-Center

1. Independent Study
   Research
   Instruction Area — Quiet Zone
2. Filmstrip
   Listening Post
   Language Arts — Buffer Zone
3. Art Table
   Science Center — Activity Zone

▨ = Bulletin Boards

The room is divided into 3 zones. The activity area is separated from the quiet zone by a buffer area where semi-quiet activities take place.



Self Contained Classroom
Single Center

1. The Learning Center is located near the sink area and the counter space. The center can be stored on the shelf.
2. The possibilities of additional centers are available at the math table and the reading corner.
3. The clustered tables allow for team activities.

▨ Bulletin Boards

AN OPTIMAL* READING PROGRAM
FOR
"NON-ACHIEVERS" AND UNDERACHIEVERS

Foreword:

At this present time there is ample evidence that the solution to teaching the student who is underachieving in reading rests with warm, sensitive, systematic, competent teachers in a total day, total life experience program for the underachiever. Categorical aid programs, including those with pull-out systems, and computerized commercial rescue operations are not as effective as they are touted to be (see Time, Oct. 11, 1971, and the Miller-Unruh State Report for 1970-71). Classroom teachers will always be a major key in solving learning problems. Classroom teachers who are making a difference currently are following a system which is similar to that which is described in these pages.

The traditional school day with its great diversity and multiple requirements is not well-suited to the needs of the lowest one-third of most classes. In contrast we need to set priorities on the three R's and be regular, systematic, process oriented, multisensory, concrete, and creative. Let's permit underachievers to help plan their own programs, to work with partners, to pace themselves, and to select options in a scheme where the learner has the major share of the responsibility and the teacher is a resource and consultant to the learner. Children who are free to learn learn more than those who are dominated by limit-setting adults.

Teachers owe it to themselves and to children to try new ideas, to break with tradition, and give up taboos from teacher-training days and from present "experts" who offer advice but never test same.

The Reading "Non-Achiever" and Underachiever

To affect change in an upward direction to achieve at-level status or higher for "non-achievers" and underachievers in reading, the following suggestions are appropriate:

1. Place the below-level student in an at-level basal under proper conditions. See Idea #2 (At-Level Program for the Below-Level Reader"). In lieu of a tape recorder use the following if necessary: (1) Have someone read the story aloud while the below-level student follows along for the prescribed number of periods, (2) At the lower elementary level many books are recorded on records; use these. If a tape recorder is owned by a school, go out of your way to make it available to your students even in non-reading hours.

   *Most desirable or satisfactory. Optimum: the most favorable condition for the growth...of an organism (the learner)

2. Provide students with Skills Box activities which are selected as a result of diagnostic teacher activity. Basal workbook and non-basal skills sources should be used. Work with such structures as beginning and ending sounds (including blends and diagraphs) and the easiest vowel elements among other more accessible structures. DON'T expect low achievers to carry the full weight of phonics possibilities, exceptions, and refinements. Focus on structural analysis and specific comprehension and study skills components along with a heavy sight word vocabulary.

3. Have the students write one or more language experience stories a week. For Each child develop MY OWN STORY BOOK with a glossary and illustrations. Teach the vocabulary in follow-up; have students master their stories. All corrections should be made by students, not by the teacher. (Use the wall models, word banks, and paired reading as correctional sources.)

4. Saturate the classroom environment with the specific structures the low achievers lack. (See chart "The Saturated Learning Environment" and certain creative bulletin board ideas distributed by Robert E. Shore.)

5. Sponsor a home reading program. Use book sacks, game kits, and other home items. Provide parent training sessions.

6. Counsel students. Have students keep records and pace themselves. Provide reading contracts. Do not expect low achievers to "stay together."

7. Offer rewards, including lots of verbal praise. Advance students whenever possible; do not wait until they finish the details of certain sections.

8. Increase writing activities. Increase spelling activities. (See numerous writing ideas distributed by Robert E. Shore.)

9. Drill is important. Example: Use two-minute drills four times a day and other timed and repeated drills.

10. Identify the various reading behaviors for children. For example:

    "Find the rhyming pairs."
    "Alphabetize here."
    "Write words with the following beginning sounds here: b,p,d."
    "List the tools used by Jim."
    "Classify the words in this list according to_____, _____, and_____."
    "Predict _____."
    "Give an illustration of _____."
    "Compare _____and _____."
    "What is the relationship between _____and_____?"

    Look at the way behaviors are stated in test samples. Too often children have had practice using a skill they have never been taught to identify.

11. Provide daily dictation (10 to 15 minutes) of test tasks. (This does not mean teach the test.)

12. Prepare teaching surfaces using the test format to train children in test tasks. (This does not mean teach the test.) Prepare work sheets doing the same.

13. Use single sections of numerous tests as instructional material.

14. Build and maintain a word wall, word bank, word bag. You should be teaching 10 to 15 word stocks or lexicons at one time. Preserve each lexicon; don't let that Halloween vocabulary disappear. Each child should be functioning in some manner with approximately 100 new words while continuing to master the Dolch and other basic lists.

AN OPTIMAL READING PROGRAM FOR 'NON-ACHIEVERS AND UNDERACHIEVERS (Cont'd)

15. Prepare word and word part(s) mobiles, GIANT words and word parts, sounds with pictures, sounds with collection of words using that sound.

16. Sponsor a contest with rewards. Encourage use of individual word boxes. Use My Helping Dictionary.

17. Program paired reading at least two times a week.

18. Increase sight word load.

19. Provide drills at physical education time.

20. Place elements on the floor and on the door. Increase movement with purpose in the classroom ("Open, Sesame").

21. Use creative spelling stations. A day to day spelling program in the traditional sense is to be questioned.

22. Establish autoinstructional learning centers to deal with language structures and processes.

    a. Alphabetizing center
    b. Rhyming words center
    c. Synonyms center
    d. Homonyms center (Which is Witch?)
    e. Center for development of syllabication skills
    f. Opposites center
    g. Beginning sounds center (The pumpkin people pulled a pie out of the pan and put it where the puppy couldn't pick it up.)

23. Feature separate sounds; saturate. Establish a sound center.

24. Provide children with response slates for small group and individual work.

25. Provide good models for proper intonation patterns. Story tapes with read-along books will provide models of pitch, stress, and juncture which many children handle poorly.

26. Set up exhibits (science, etc.) with word stock and phrase cards to create sentences to be read orally. Use fish bowl, etc.

27. Have children memorize poetry and then use same as a reading lesson.

28. Display a collection of pictures with a theme (for example: sea and ocean pictures, horses, cars. etc:). Ask children for words they think of when they see the pictures. Post words around the pictures on word cards. Have students write a story using the words they remember and can say.

29. Use science filmstrips with comprehension skill tasks.

30. Provide for concept building using pictures, words, and multisensory experiences:

    a. Color, size, shape, number
    b. Concept hibernation

c. Concept stall
d. Concept ferris wheel

31. Use Barnell-Loft program (a comprehension series.)

32. Provide words or phrases printed on small cards. Words can be categorized according to function in a sentence. Student will build a paragraph(s) in a personal pocket chart after which he will copy his creation.

33. Use science filmstrips with problem-solving skill tasks.

34. Establish a comic strip wall using comics as problem sources.

35. Post specific problem-solving tasks at stations.

A MODEL OF A FIVE-DAY PROGRAM FOR LOW ACHIEVERS IN READING

All the language arts can be accounted for in these time slots. In addition, Science and Social Science content can be used. Reading can be taught in the content areas quite apart from the usual assignments.

r 1

	MON.	TUES.	WED.	THURS.	FRI.
20	Basal Instr.	Basal Instr.	Basal Instr.	Basal Instr.	Language Experience (Science)
	Specific Processes	Seatwork	Specific Processes	Seatwork	
20	(Pocket charts)		(Pocket charts)		
20	Games	Manipulatives	Games	Manipulatives	

r 2
minutes
h day

Audio Paired Reading | Audio Paired Reading | Audio Paired Reading

r 3

Writing | Writing | Writing

er

Compre. Study Skills, tests practice | Compre. Study Skills, tests practice

s:

Home program and oral reading schedule

MID-OCTOBER CHECKLIST
FOR TEACHERS OF READING

	Yes	No
1. Are the structures of reading available to children on bulletin boards and in numerous conspicuous places in your classroom?	( )	( )
Are the walls, chalkboards, bulletin boards, and other surfaces in your classroom being used as teaching surfaces?	( )	( )
Are the following structures posted?		
Dolch list and similar lexicons	( )	( )
Basal lists	( )	( )
Spelling lists	( )	( )
Content area lists	( )	( )
Sounds (beginning, ending, blends, diagraphs, Phonograms, etc.)	( )	( )
Morphological elements (syllables, roots, prefixes, surffixes, definitions)	( )	( )
Syntactical structures: model sentence, phrases, questions, model paragraph, model titles	( )	( )
Pictures and artifacts for concept development	( )	( )
2. Are you teaching the following processes week after week with much regularity (not unit by unit or according to the structures of one story)?		
Punctuation	( )	( )
Abbreviation	( )	( )
Alphabetizing	( )	( )
Contraction	( )	( )
Classification	( )	( )
Compound	( )	( )
Syllable	( )	( )
Plural	( )	( )
Singular	( )	( )
Substitution	( )	( )
The comprehension processes (7)	( )	( )
Homonym	( )	( )
Synonym	( )	( )
Antonym	( )	( )
3. Can a learner in your classroom learn the same skill in six different places?	( )	( )
4. Do children function for at least one hour a day in learning stations?	( )	( )
5. Do you generate at least one language experience story a week using science films, pictures, or other stimuli?	( )	( )
Do you bind and date the stories so each child has "My Own Story Book" to be kept at school to be mastered?	( )	( )

MID-OCTOBER CHECKLIST FOR TEACHERS OF READING (cont'd)

		Yes	No
5.	(Continued)		
	Does each child's storybook have a glossary?	( )	( )
	Do the storybooks remain uncorrected except for pupil correction?	( )	( )
6.	Do you teach spelling in non-traditional ways? (Apart from the State Speller?)	( )	( )
7.	Do your students write with different purposes (handwriting practice, creative writing, spelling, etc.) at least 30 minutes a day or more?	( )	( )
8.	Can one-third of the six-year olds (first graders) copy one paragraph stories from the board? Do they do this regularly?	( )	( )
	Are one-third of the six-years being trained to write their own stories while asking for words?	( )	( )
	Are other six-year olds doing overwriting and underwriting of stories which are used in reading?	( )	( )
	Are seven-year olds and those above seven writing two-paragraph stories (or more) each week (with illustrations)?	( )	( )
9.	Does each child in your classroom have a Helping Dictionary?	( )	( )
10.	Do you teach from a reading sequence?	( )	( )
11.	Do you have a master chart of pupil strengths and weaknesses which you use in instructional planning?	( )	( )
12.	Do you have special records (Shore Student Growth Record) on Title I children?	( )	( )
13.	Are you teaching reading in all of the instructional categories?		
	Word Power (decoding vocabulary)	( )	( )
	Comprehension	( )	( )
	Study Skills	( )	( )
	Concept Development	( )	( )
14.	Do you provide students with test practice?	( )	( )
15.	Is each student functioning with 5 to 10 lexicons weekly?	( )	( )
16.	Do your students use the dictionary regularly? (Even a picture dictionary?)	( )	( )

MID-OCTOBER CHECKLIST FOR TEACHERS OF READING (cont'd)

	Yes	No
17. Do you teach from the basal 3 times a week?	( )	( )
Do students always go directly to seat work follow-up	( )	( )
18. Are the parents of the lowest one-third of your class participating in your program?	( )	( )
19. If you are a primary or lower intermediate teacher, do you use older students as helpers in your classroom?	( )	( )
20. Are the learning areas of your classroom numbered and labeled?	( )	( )
21. How many minutes a day do you free children to learn in an environment rigged by you?	( )	( )

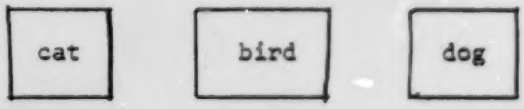
CHECKLIST 101-A FOR TEACHING READING
AND LANGUAGE, GRADES 1, 2 and 3

Matching Instructional Inputs With
The Evaluation Instrument

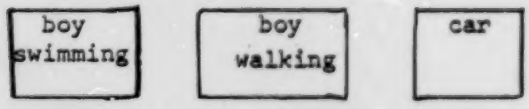
	Yes	No
1. My students are learning to read sentences with understanding	( )	( )
2. My students are learning to read paragraphs with understanding.	( )	( )
3. My students are learning to read long passages with undertanding.	( )	( )
4. I teach problem solving of the following type:		

Make a big X on the box that goes best with the word or sentence.

fly



I went for a ride.



( ) ( )

5. Words, sentences, paragraphs, and pictures of approximately 100 items from the child's world at home and at school are used to create teaching surfaces in my classroom.	( )	( )
6. Descriptive words and illustrations of all the basic human feelings are part of my classroom environment.		
7. Multiple forms of words are taught in my classroom. (Example endings: ings, ed, ly, s, er, est, and others)	( )	( )
8. The synonym process is taught regularly in my classroom. (How many words say the same thing?)	( )	( )
9. The homonym process is taught regularly in my classroom	( )	( )
10. The antonym process is taught regularly in my classroom	( )	( )
11. My students are learning all the beginning sounds. I Provide distractors which begin the same way as a required word. (Help, horse, and heart all begin the same way but the teacher asks for just one: horse.)	( )	( )
12. My students are learning all the short vowel sounds.	( )	( )
13. My students are learning the blends.	( )	( )
14. The diagraphs are part of my instructional program.	( )	( )

CHECKLIST 101-A (Cont'd

	Yes	No
15. Frequently I provide students with distractors at the beginning of a word or at the end of a word (e.g., ending: watch and hatch -- two different sounds.)	( )	( )
16. Structural analysis skills (ing, ly, ed, plurals, singular) are part of my instructional program.	( )	( )
17. My students are learning all of the phonograms with beginning consonant and blends substitution.	( )	( )
18. Frequently I drill students with words and pictures. I say a word and the students must select the correct picture. There are distractors.	( )	( )
19. I dictate sounds, meanings, and syntax daily to teach specific listening skills.	( )	( )
20. My students are learning all the good-manners words and illustrations.		
21. The Dolch list is a source of daily drill:		
At the sight-word level	( )	( )
At the spelling level	( )	( )
At the sentence-writing level	( )	( )
At the multiple-forms level	( )	( )
At the synonym level	( )	( )
At the antonym level	( )	( )
At the homonym level	( )	( )
22. Classification is a major reading and language activity in my saturated classroom.		
E. G.: animals, fruits, vegetables, trees, silent-letter words, colors, seasons, shapes, family, relatives, birds, meals, manners, parts of the body, days of the week, toys, adjectives, verbs, weather, number words, time, transportation	( )	( )
23. Pets and other animals of the world (wild and domestic) are part of my saturated classroom environment (presented in numerous forms (pictures, etc.).	( )	( )
24. All the question words and their meanings are part of my instructional program.	( )	( )
25. Sentences and pictures with sound-alike subjects (toy and top(and words of comparison (big, little) are regular practice items in my classroom.	( )	( )

At Level Program for the Below-Level Reader

Remember: Underachievers and low achievers profit very little, if at all, from traditional instruction and conventional strategies. So meet these non-conforming, unconventional individuals where they are with methods and strategies that suit their nature.

To place children in a reading level based upon an achievement test score is to commit an error. A third "grade" child with a 2.1 standardized test score should not be placed in a 2.1 reader. Many children are placed in an instructional level which is too low (especially psychologically). Numerous case studies have produced evidence of positive change when young learners who are below level are programmed as follows:

1. Place students in an easy at level reader (Sheldon, Scott, Foresman, or supplementary). You can solve the same reading probelms in this reader that you attempt to solve in the below-level reader.

2. Tape each story. Have the student listen to one story and follow along three to four days a week (over and over again.)

3. Put the students on a heavy game schedule using the specifics of the Dolch list and the story list.

4. Counsel the students: "You are now in an at-level book." The children will think this is great.

5. Have the students work in pairs to practice reading the story orally.

6. Provide three days of formal instruction teaching a specific skill(s). (Note; giving children directions to do a seatwork exercise is not formal instruction.)

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Directions for Creating a Skills Box

1. Obtain a collection of old and new phonic and other workbooks (Ginn: Scott, Roresman; Harper Row, etc.)

2. Tear out the skills which your class needs and mount the skill pages on tag. If you want to create an answer page for each skill page you will need two of everything.

3. Organize the skills according to levels of difficulty. For skill identification see the skill description at the bottom of each workbood page. Decoding skills should be arranged first, followed by comprehension skills, problem-solving skills, study skills (research and following directions.) Beginning decoding skills would be: short vowels, long vowels, beginning sounds. You should have four or five levels of a skill available.

4. You should have about 30 to 40 different skills in the total program. The skills should represent the range for your group.

5. Children should be assigned only the skills they need to master.

6. Make an answer book available to the children.

PAIRED READING STATION

Objective: To give the child more opportunity to practice reading.

General Information:

1. This activity is noisy. Children need to practice reading aloud very quietly.

2. Select compatible "buddies". A group of three works best for some children.

3. There are many ways to pair children.
   a. To practice material that has been taught several weeks before "Buddy" may be of his own group.

   b. To practice material already presented in lesson "Buddy" may be of own group with an assistant assigned (an excellent student) that they may ask if help is needed.

   c. To read library books you may find that one of the pair should be a very good reader to help the slower reader.

Classroom Management

1. Write the buddies on a chart and tape the chart on the chalk board. The reading pages are then written on the chalk board by their names. This saves writing names daily and only takes a minute to erase and put up new page numbers.

2. Disignate where they are to sit for paired reading (on the rug, at their desk, corner, by teacher's desk, etc.) They should be rather scattered and yet not where they'll interfere with others.

3. The children pair read for as long as you think necessary. You may have to say read the story two times or read as far as you can or whatever your limits are. Have a plan for the students that are finished before station change time arrives, such as go to library, worksheet, flash cards, etc.

4. For students that are not reading, have the station operate the same but with a different activity. Read their reading lesson or sound sheet to each other, flash cards with color words, direction words, sentence strips, word lists, story telling from a book without words, etc.

Materials

1. Buddy Chart

2. Place to write pages or activity.

3. Whatever is needed for beginning reader or those that complete assignment early.

ALPHABETIZING

MAKE SEVERAL PACKETS WITH ALL CONTAINING FIVE OR MORE WORDS IN EACH. THE INDIVIDUAL PACKETS MAY ALL CONTAIN DIFFERENT OR THE SAME WORDS. AT A SIGNAL ALL THE STUDENTS HAVING A PACKET ARRANGE THE WORDS IN THEIR PACKET IN CORRECT ALPHABETICAL ORDER. THE FIRST CHILD TO FINISH GETS 5 POINTS, NEXT GETS e, ETC. THE CARDS CAN BE NUMBERED ON THE REVERSE SIDE AS TO WHICH ORDER THEY SHOULD BE ARRANGED. AT THE END OF THE GAME ADD UP ALL THE POINTS, AND PROCLAIM A WINNER.

CLASSIFICATION

WRITE THE NAMES OF NUTS, FRUITS, GRAINS AND VEGETABLES ON 3 x 5 CARDS. SHUFFLE THE CARDS AND LET THE STUDENTS DIVIDE THE CARDS INTO THE FOUR CATAGORIES. HAVE THE STUDENT FOLD OR DRAW LINES ON A PIECE OF PAPER TO GIVE THEM SPACE FOR FOUR COLUMNS. THE CHILD THEN WRITES THE WORDS UNDER THE CORRECT CATAGORY.

SPELLING STATION

Objective: To make spelling a free activity and to give children a multi-sensory approach to learning.

General Information: Word lists should be introduced to the whole class.

Word lists should be posted for the class or group.

Materials should be explained before placing in the spelling station. It is a good idea to present a new idea as a total class lesson.

Classroom Management:

1. Whole class in spelling at one time with a different activity for each group. You would rotate the activities. This way children will have to use all the manipulative materials.

2. Put the or spelling into a station and put out a different activity each day.

3. Children select materials - this can be a management problem. Once the materials are gathered and introduced, planning is minimal.
   Word lists and replenishing supplies are the only needs.
   Even though the child changes materials, he continues with the words he has not practiced or the words that are difficult for him.

Weekly Plan:

First Day - Introduce words and experiments

Second Day - Experiment - station or class

Third Day - Class discussion about the words (meaning vowel sounds, syllables, double consonant, etc.) and experiment station or class.

Fourth Day - Experiment station or class

Fifth Day - Test

Days 1, 2, and 3 could be a class spelling lesson plus experimenting daily in the station.

Materials for Experimenting with Words

1. Clay

   coffee can
   chunks of clay (enough clay for a group)
   large plastic sheet for each child for keeping the table clean

   Children roll clay and form spelling words on the plastic sheet.

2. Crazy Painting:

   magazines
   9 x 12 sheet of paper
   paper
   scissors
   paste

Children cut letters from magazines and paste them on the paper to make their spelling words.

3. Yarn Printing

roving scraps
sheets of paper
scissors
paste

4. Pipe Cleaners

pipe cleaners

Children manipulate pipe cleaners in order to form spelling words. The pipe cleaners may be used many times.

5. Alphabet Soup

alphabet macaroni
paste
9 x 12 paper

Children glue letters to form words.

6. Chalk Board or Individual Slates

Chalk board space or
individual slates

Children practice words individually or in pairs.

7. Writing Words

paper
pencil

Children work in pairs dictating and writing words.

8. Wet Sand and Toothpicks

large metal cake pans
damp sand

Children write the words in the sand.

9. Tape Recorder

word lists on tape
dittoed paper with lines and numbered

Children write the words as they are dictated on by the tape. The tape may also be made so that it corrects the words.

10. Puzzle Printing

cut colored paper 1" x 1" and 1" x 2"
paste
9 x 12 paper and pencil

Children select paper that fits letter size and paste it on the paper. Then they write the letter on the paper.

NAME _____ _____

Mark an X on the line in front of the incorrect spelling word. If there are no misspelled spelling words, mark NONE.

1	2	3	4	5
_____once	_____says	_____basket	_____afriad	_____befɔur
_____afraid	_____before	_____canot	_____laugh	_____money
_____both	_____whoes	_____floor	_____whose	_____rabbit
_____none	_____none	_____none	_____none	_____none
6	7	8	9	10
_____sorry	_____door	_____apple	_____table	_____Mr
_____grandfather	_____outside	_____grandmother	_____uncle	_____alseep
_____asleep	_____window	_____agp	_____ɛsleep	_____ago
_____none	_____none	_____none	_____none	_____none
11	12	13	14	15
_____beside	_____Mrs.	_____also	_____oh	_____round
_____sure	_____birthday	_____sometimes	_____anything	_____because
_____sumer	_____began	_____pencil	_____until	_____about
_____none	_____none	_____none	_____none	_____none
16	17	18	19	20
_____aftternoon	_____into	_____along	_____acros	_____upon
_____better	_____always	_____under	_____again	_____airplane
_____inside	_____garden	_____only	_____winter	_____something
_____none	_____none	_____none	_____none	_____none
21	22	23	24	25
_____people	_____hundred	_____yesterday	_____across	_____superp
_____lesson	_____funny	_____supper	_____uncle	_____lesson
_____across	_____afternoon	_____says	_____money	_____upon
_____none	_____none	_____none	_____none	_____none

LIBRARY LEARNING CENTER

NAME _____

DATE _____

TITLE OF THE STORY _____

_____

AUTHOR _____

_____

TAKE ONE CHARACTER FROM THIS STORY AND TELL ABOUT HIM OR HER.

LIBRARY LEARNING CENTER

NAME _____

DATE _____

TITLE OF THE BOOK _____

_____

AUTHOR _____

TELL THE PART OF THE STORY THAT YOU LIKED THE BEST. BE SURE TO TELL THIS PART IN YOUR OWN WORDS. DO NOT COPY IT OUT OF THE BOOK WORD FOR WORD!

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

LIBRARY LEARNING CENTER

NAME _____

DATE _____

TITLE OF THE STORY _____

_____

DRAW FOUR PICTURES FOR THE STORY SHOWING THE MOST IMPORTANT EVENTS. EACH PICTURE SHOULD BE IN ORDER AS IT HAPPEDED IN THE STORY. NAME YOUR PICTURES AND NUMBER THEM ON THE BACK IN ORDER. DON'T FORGET TO WRITE YOUR NAME ON THE BACK OF EACH PICTURE! PUT THEM TOGETHER WITH A PAPER CLIP AND PUT THEM IN YOUR GROUP'S BOX. DON'T FORGET TO ATTACH THIS PAPER WITH YOUR WORK!

LIBRARY LEARNING CENTER

NAME_____

DATE_____

TITLE OF THE BOOK_____

_____

AUTHOR_____

MAKE A T.V. PLAY DRAWING THE IMPORTANT EVENTS AND TELL ABOUT THEM. WRITE YOUR SENTENCES BELOW THE PICTURES. ATTACH THIS PAPER TO THE BACK OF YOUR FIRST TITLE FRAME.

LIBRARY LEARNING CENTER

NAME_____

DATE_____

TITLE OF THE BOOK_____

_____

AUTHOR_____

MAKE STICK PUPPETS OF THE CHARACTERS IN THE STORY AND HAVE THEM ACT OUT THE STORY. PUT YOUR PUPPETS IN AN ENVELOPE. PUT THE ENVELOPE IN YOUR GROUP'S BOX.

LIBRARY LEARNING CENTER

NAME_____

DATE_____

TITLE OF THE BOOK_____

_____

AUTHOR_____

SUPPOSE THE STORY HAD ENDED ANOTHER WAY. DRAW A PICTURE THAT SHOWS WHAT MIGHT HAVE HAPPENED.

LIBRARY LEARNING CENTER

NAME_____

DATE_____

TITLE OF THE BOOK_____

_____

AUTHOR_____

MAKE A BOOK JACKET FOR YOUR STORY OR BOOK. TELL WHAT THE STORY OR BOOK IS ABOUT INSIDE YOUR BOOK JACKET. ATTACH THIS PAPER WITH YOUR BOOK JACKET. DON'T FORGET YOUR NAME!

LIBRARY LEARNING CENTER

NAME_____

DATE_____

TITLE OF THE BOOK_____

_____

DRAW ONE OR TWO OBJECTS FROM THE STORY. WRITE THEIR NAMES. FIND OUT ALL YOU CAN ABOUT THE OBJECT. LOOK IN YOUR STORY. USE THE BACK OF THE PAPER IF YOU NEED TO.

1._____ 2._____

LIBRARY LEARNING CENTER

NAME _____

DATE _____

TITLE OF THE BOOK _____

_____

AUTHOR _____

MAKE A FLANNEL BOARD STORY ABOUT YOUR STORY, READ OR TELL IT WITH YOUR PICTURES. KEEP YOUR OBJECTS FOR YOUR FLANNEL BOARD STORY IN AN ENVELOPE. PUT THE ENVELOPE IN YOUR GROUP'S BOX.

LIBRARY LEARNING CENTER

NAME _____

DATE _____

TITLE OF THE BOOK _____

_____

AUTHOR _____

WRITE SENTENCES THAT WILL TELL:

1. WHO IS THE MAIN CHARACTER OR CHARACTERS?

_____

_____

_____

_____

2. WHAT HAPPEDED AT THE END OF THE STORY. WRITE ABOUT IT HERE. USE THE BACK OF THIS PAPER IF YOU NEED TO.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

LIBRARY LEARNING CENTER

NAME _____

DATE _____

TITLE OF THE BOOK _____

_____

AUTHOR _____

WRITE ONE OR TWO GOOD RIDDLES ABOUT YOUR STORY. USE THE BACK OF THIS PAPER IF YOU NEED TO. TELL WHERE THE ANSWERS MAY BE FOUND. WHAT PAGE CAN IT BE FOUND?

LIBRARY LEARNING CENTER

NAME _____

DATE _____

TITLE OF THE BOOK _____

_____

AUTHOR _____

IS THIS STORY BELIEVE OR MAKE BELIEVE? HOW DO YOU KNOW?

THIS STORY IS _____ BECAUSE _____

LIBRARY LEARNING CENTER

NAME _____

DATE _____

TITLE OF THE BOOK _____

_____

AUTHOR _____

TELL ONE THING THAT HAPPENED IN THE STORY. USE YOUR OWN WORDS AND DO NOT COPY WORD FOR WORD OUT OF YOUR STORY.

LIBRARY LEARNING CENTER

NAME _____

DATE _____

TITLE OF THE BOOK _____

_____

AUTHOR _____

WRITE SOMETHING ABOUT THE STORY YOU THINK WOULD INTEREST SOMEONE ELSE IN READING THIS STORY.

LIBRARY LEARNING CENTER

NAME _____

DATE _____

TITLE OF THE BOOK _____

_____

AUTHOR _____

WRITE ANOTHER ENDING FOR THE STORY. MAKE IT END ANOTHER WAY THAN THE ENDING OF YOUR STORY. MAKE IT END THE WAY YOU WANT IT TO END. USE THE BACK OF THIS PAPER IF YOU NEED TO.

LIBRARY LEARNING CENTER

NAME _____

DATE _____

TITLE OF THE BOOK _____

_____

AUTHOR _____

WRITE YOUR OWN STORY ABOUT THE PICTURE FROM THE STORY THAT YOU LIKE BEST. WRITE THE PAGE NUMBER HERE. YOU MAY USE THE BACK OF THE PAPER IF YOU NEED TO.

PAGE _____

LIBRARY LEARNING CENTER

NAME _____

DATE _____

TITLE OF THE BOOK _____

_____

AUTHOR _____

DRAW AND TELL OR TELL IN YOUR OWN WORDS WHAT YOU WOULD HAVE DONE IF YOU HAD BEEN ONE OF THE CHARACTERS IN THE STORY. USE THE BACK OF THIS PAPER TO WRITE WHAT YOU WOULD HAVE DONE.

LIBRARY LEARNING CENTER

NAME _____

DATE _____

TITLE OF THE BOOK _____

_____

AUTHOR _____

WRITE A WORD FROM YOUR STORY THAT WILL FILL THE BLANK SPACES.

1. _____ IS A NAME WORD.
2. _____ IS AN ACTION WORD.
3. _____ MEANS MORE THAN ONE _____.
4. _____ TELLS WHERE.
5. _____ TELLS HOW.
6. _____ SOUNDS LIKE THE WORD _____.

LIBRARY LEARNING CENTER

NAME _____

DATE _____

TITLE OF THE BOOK _____

_____

AUTHOR _____

LOOK AT THE PICTURES IN YOUR STORY. WRITE THE NAMES OF THE THINGS YOU CAN SEE IN THE PICTURE.

LIBRARY LEARNING CENTER

NAME _____

DATE _____

TITLE OF THE STORY _____

_____

AUTHOR _____

THE PEOPLE IN THE STORY:

1. WHO WERE THE MOST IMPORTANT?

   a. _____

   b. _____

   c. _____

   d. _____

   e. _____

   f. _____

2. WHY WERE THESE PEOPLE IMPORTANT? WRITE ABOUT EACH CHARACTER.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

***YOU MAY USE YOUR BOOK FOR THIS LESSON.

RIDDLES

WRITE SIX RIDDLES, NUMBERED 1 TO 6, on a felt board. have the student fold a piece of paper into six boxes and number the six boxes, 1 TO 6. THE STUDENT READS THE RIDDLE AND DECIDES WHAT HE THINKS IT MEANS. THEN HE DRAWS A PICTURE OF THE RIDDLE AND PUTS IT IN THE CORRECT NUMBERED BOX.

EXAMPLE

Q. WHY IS A STICK OF CANDY LIKE A RACE HORSE?

A. BECAUSE THE FASTER YOU LICK IT, THE QUICKER IT GOES.

Q. WHY IS A PAIR OF SKATES LIKE AN APPLE?

A. BECAUSE BOTH ARE RESPONSIBLE FOR THE FALL OF MAN.

POETRY

ON THE CHALKBOARD, EASEL OR FELT BOARD HAVE A POEM AND PICTURES TO ILLUSTRATE THE POEM. WRITE THE DIRECTIONS ON THE BOARD FOR THE STUDENTS AS FOLLOWS:

a. READ THE POEM.

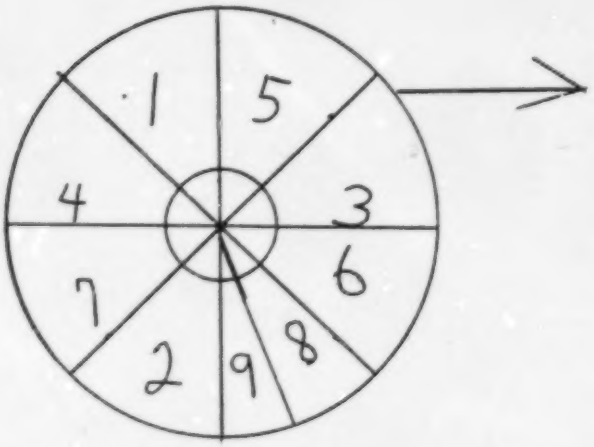
b. WRITE A STORY OR A POEM ABOUT WHAT YOU FEEL AFTER READING THE POEM.

c. DRAW YOUR OWN PICTURE TO GO WITH YOUR STORY OR POEM.

1. Calender Bingo

Take an old calender. Give a month to each child. Have cards made up with the day of the week and numbers. (like Wednesday the 28th) Draw a card form a box. Call out and play like bingo. Object to learn how to read a calender.

2.



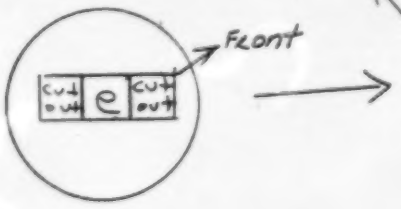
Make on a piece of tag board. (Make one for all multiplication facts 1-12). Put a piece of tape on the back so it will stick to the chalkboard. Put answers on back. Child is to write the answers on the chalkboard. Then turn card over and check. You can do the samething with add & sub.

3. Creative Writing Center

Make cards up that have part of sentences. 4 stacks. 1. How 2. When 3. Where 4. Who.

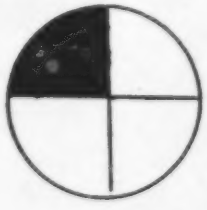
Child take one from each stack put them together then writes a story about them.

4. Phonic Circles - or Dial a Word. One for each a e i o u long & short. Have word on card leave out vowel



put a card on the back with word on it as it turns letters show throw the part that is cut out.

5. To teach fraction take paper plates divide into different fractional parts color one part. White the answer on the back of plate - (the part that is colored.) Children use like flash cards.



MATH

USE A PARCHESI GAME BOARD OR MAKE ONE IN A SIMILAR FASHION. MAKE SMALL FLASH CARDS USING ADDITION, SUBTRACTION, MULTIPLICATION, DIVISION OR ANY COMBINATION YOU WISH. THE CHILD DRAWS THE TIP CARD FROM THE SHUFFLED UPSIDE DOWN CARDS. IF HE KNOWS THE CORRECT ANSWER HE MAY MOVE THAT MANY SPACES AHEAD. YOU MAY FOLLOW THE SAME RULES OF PARCHESI, I.E. IF TWO PLAYERS LAND ON THE SAME SQUARE THE FIRST ONE GETS SENT BACK HOME, EACH PLAYER CAN HAVE UP TO FOUR MEN TO MOVE COMPLETELY AROUND THE GAME BOARD, ETC.

MATH - CONCENTRATION

MAKE A POCKET CHART ABOUT 20 x 16 OR SO. WRITE MATH COMBINATIONS ON HALF A SET OF 2 x 3 CARDS, WRITE ANSWERS ON OTHER HALF OF THE SET.

CARDS ARE PLACED FACE DOWN IN THE SLOTS IN EVEN ROWS ACROSS THE POCKET CHART.

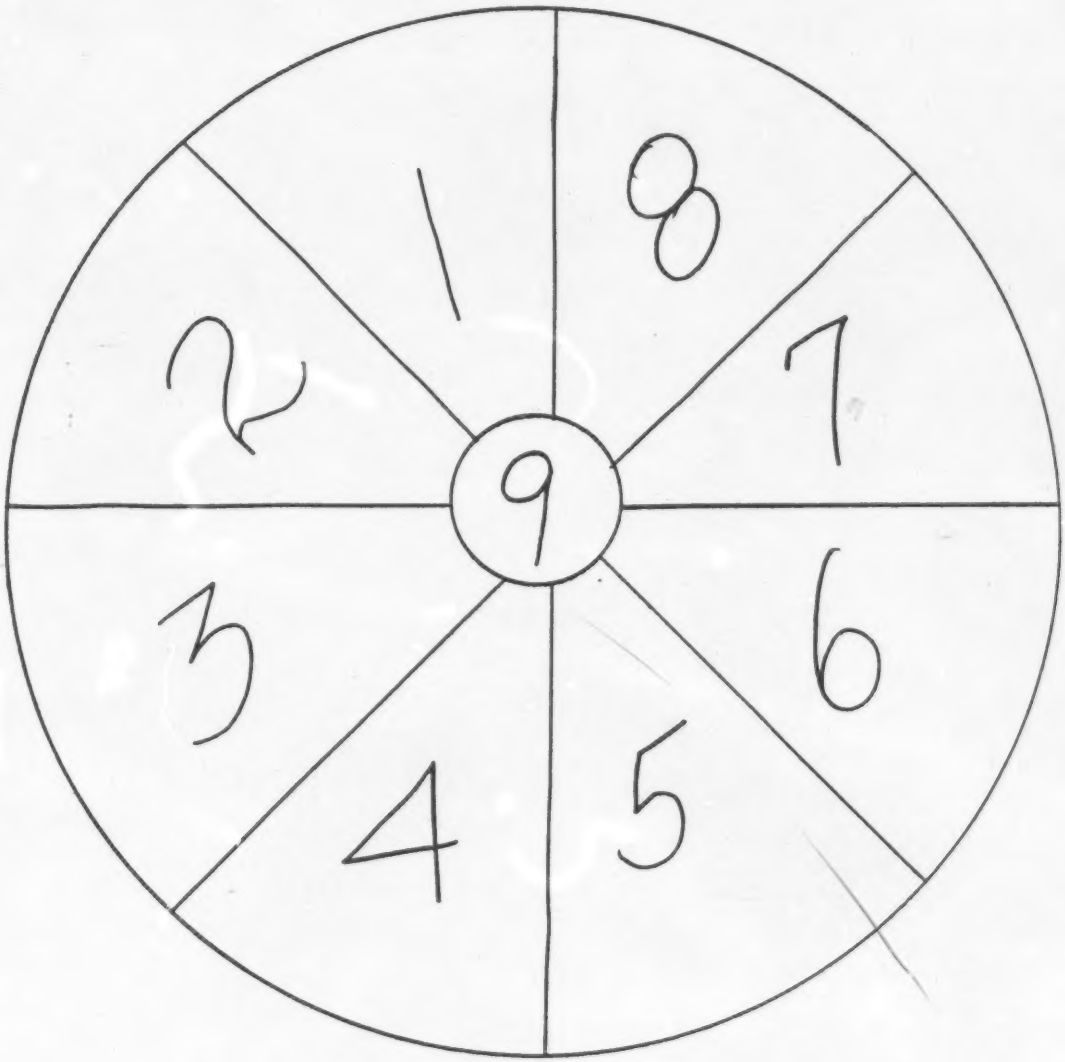
CHILD TURNS OVER TWO CARDS TRYING TO MAKE A MATCH, (MUST HAVE ONE EQUATION CARD AND ONE ANSWER CARD TO MATCH). IF HE MAKES A MATCH HE TAKES OUT THE TWO CARDS, AND TAKES ANOTHER TURN. IF NO MATCH, NEXT CHILD TAKES TURN.

NOTE --I FOUND THAT IF I RULED LINES DOWN MAKING EVEN ROWS, IT WAS EASIER FOR THE CHILDREN TO PUT THE CARDS BACK IN ORDER.

MATH CENTER

WHEELS FOR LEARNING

MULTIPLICATION FACTS



CLOTHES PINS FOR ANSWERS, CLIP THEM ON - TIME THE CHILDREN.

:cord Keeping - Individual

Measure Up Check Sheet

:ssons	Comments	
1.		
2.		
3.		
4.		
5.		
6.		

Teacher writes evaluation under comments.
When lesson is complete it is checked off.

Number of people

Ingredients of recipe name the food group name the food group	price for each ingredient	Picture of the course
	Total price	

Directions for recipe

Money needed to pay for the course

Record Keeping
Job Card

Name _____ Date _____

Station _____ Unit _____

Activity _____

This is what I did today:

Finished ☐ Unfinished ☐ On-Going ☐ Need Help ☐

(Primary children can dictate their statement or draw a picture.)